DOCUMENT RESUME

ED 165 305 EA 011 222

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TITLE Community Involvement in the Schools: An Annotated Bibliography, 1976-1978.
PUB DATE 78
NOTE 25p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Citizen Participation; Citizens Councils; *Community Involvement; Conflict; Elementary Secondary Education; Public Relations

ABSTRACT

Items in this bibliography were taken from the 1976-78 "Current Index to Journals in Education," "Resources in Education," and the "Readers' Guide to Periodical Literature." The original articles and documents were examined and the best ones selected and annotated for inclusion in the bibliography. The entries are organized into the following categories: initiating and developing community involvement; advisory councils and citizen committees; citizen action; community conflict; community in the curriculum; involvement in bilingual or culturally diverse communities; and public relations and community involvement. (Author/JM)

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COMMUNITY INVOLVEMENT IN THE SCHOOLS: AN ANNOTATED BIBLIOGRAPHY, 1976-1978

by

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ABSTRACT

References for this document were collected from the Current Index to Journals in Education, Research In Education, and the Readers Guide to Periodical Literature for the years 1976 to 1978. After direct reference to the original source, selected articles were annotated for inclusion in this bibliography. For the reader's convenience, the annotations are organized into the following categories: initiating and developing community involvement; advisory councils and citizen committees; citizen action; community conflict; community in the curriculum; involvement in bilingual or culturally diverse communities; and public relations and community involvement.

A guide to the development of program statements and educational specifications for small secondary schools. Alaska State Department of Education, 1977. (ERIC Document Reproduction Service No. ED 144 232)

Focusing on the needs of small secondary schools, this document draws upon the resources available in the smaller community to provide for active involvement in the determination of educational goals. An effective group process for prioritizing goals is described as well as a method for determining type of facility and community resources necessary to meet ranked educational goals.

Bowser, R. A. Community involvement. The Pennsylvania Executive Academy Monograph Series, 1976, 1. (ERIC Document Reproduction Service No. ED 133 795)

In this paper written for superintendents and school management teams, Bowser addresses the advantages and disadvantages of increasing community involvement within a school's organization. Specific guidelines and financial considerations are discussed, with emphasis on the need for board approval and support.

Bowser, R. A. (Ed.) Implementation outline for community involvement. The Pennsylvania Executive Academy Activity No. 4, 1976. (ERIC Document Reproduction Service No. ED 133 794)

Based upon the premise that organized community involvement is important in any school district's decision-making process and assuming that today's school structures do not encourage effective communication, this document provides a preliminary outline for long-range planners who seek to develop a community involvement policy for their school district. Preplanning concerns, barriers, specific issues and management of the policy are discussed.

Byrne, R., & Powell, E. Planning school-community relations. Education Digest, 1976, 42(3), 52-55.

Too often school substitute public relations programs for community interaction with the schools. The essential elements of successful community relations are outlined with emphasis on some common reasons for inadequate or non-existent school-community interaction in the past. Recognizing that active interaction often brings change and may invite conflict, school leaders are reminded that high levels of community participation in schools are necessary to the purpose of education.

Carter, M., & Others. School and community: partners in problem solving. Chicago, Illinois: Center for New Schools, Inc., 1976. (ERIC Document Reproduction Service No. ED 145 359)

This handbook informs educators and citizens about successful educational improvement via local problem-solving approaches in schools. The use of parent and citizen involvement as primary problem-solving agents is emphasized. This comprehensive resource book discusses initiating, maintaining, and modifying involvement programs. Ideas and examples from existing community-school action groups are offered.

Clark, T. Community participation: a two-way street. Social Education, 1977, 41, 557-558.

Clark perceptively discusses the inhibitions parents may face even though they desire active support of their child's school. Educators must be widely active in the community, investigating attitudes of individuals and groups. Clark advocates stronger community participation which supports democratic ideals.

Community schools. The best of ERIC, Number 22. Eugene, Oregon: University of Oregon, 1976. (ERIC Document Reproduction Service No. ED 130 374)

Twelve documents from the ERIC system which explore the history and philosophy of the community school as a comprehensive community service center, as well as facility use, administrator's role, legal issues, and literature reviews are abstracted.

Cunningham, W. G. Citizen participation: antagonists or allies. Theory Into Practice, 1976, 15, 274-283.

Preparing citizens to participate in a democratic society is a traditional American educational goal. At the same time, centralization, standardization, and professionalism characterize public education practices. Cunningham emphasizes that wherever community participation in school issues is not made strong and available, citizens will find other channels of influence, perhaps by becoming adversaries of the educational process. He urges school leaders to deliberately share power with the people they serve, and offers some thoughts on educational directions for the future.

Davies, D. Citizen participation: quality and impact. Boston, Mass.: Institute for Responsive Education, 1977. (ERIC Document Reproduction Service No. ED 140 489)

Local schools should combine the participatory and electoral elements of popular democracy. Increased democratic governance of schools can be implemented by placing more decision-making powers at the school building and advisory council level. Decisions regarding the teaching staff, administration, budget priorities, and curriculum are more relevant when they are made close to home. The community should also have access to collective bargaining sessions.

Davies, D., & Others. Plight of citizens. Compact, 1977, 11(4), 17-21.
The author reviews citizen participation implementation weaknesses as identified by a three-year National Institute for Education study. While the quantity and variety of citizen involvement has increased with increased government-mandated councils, citizens now have less power to influence school policy decisions. This article explores federal and state initiatives and advocates revision of existing policies toward planned coordination and support for citizen groups. Involving community groups in decision-making requires sharing power and authority.

DeLeonibus, N. Taking a new look at...needs assessment. The Practitioner, 1977, 4 (2).
A portion of this brief newsletter for administrators focuses on the need to include the public in defining educational needs through the use of needs assessment. Other related concerns include selecting an instrument for the community. Some assessment resources are listed.

Dobson, R. L., & Dobson, J. E. School, community and university consortium: a model of involvement. Paper presented at the annual meeting of the National Association of Elementary School Principals, April, 1977. (ERIC Document Reproduction Service No. ED 143 124)
The Family Involvement Communication System is briefly described as a participatory model which actively involves parents in the school experiences of their children. It facilitates the coordination of educational services for children and support services for and by other family members.

Evaul, T., & Others. Implementing alternative approaches to accountability: the Maryland experience. Paper presented at the annual meeting of the American Educational Research Association, April 1977. (ERIC Document Reproduction Service No. ED 137 927)
In an effort to increase community involvement in goal-setting, develop alternative approaches to assessment, and utilize assessment results to improve instruction, the Maryland Alternative Accountability Pilot Project sought to implement the idea that the individual school community ought to be the primary decision-maker regarding school goals. Discussion of the eight-stage model focuses implementation at the grass roots level.

Gipson, J. H., & Hall, B. Jr. Decentralization and community involvement in the school system--the example of Detroit. Trends in Education, 1976, 3, 35-38.
The importance of decentralization in increasing sensitivity to local communities is outlined. Community council objectives and functions as well as training needs are discussed. A brief description of one training model is included.

Gittell, M. Critique of citizen participation in education. Journal of Education, 1977, 159(1), 7-22.

Many Schools responded to the demand for increased community involvement by decentralizing their administrations. The author explores the idea that this does not increase community responsibility for decision-making powers. She advocates a change in the governmental structure of public schools to include more local control, and explores a number of suggestions for implementation of this change. State and local facilitation roles are discussed.

Glass, T. Community involvement and shared decision-making. NASSP Bulletin, 1977, 61(411), 5-9.

Too often in the past the public has not been adequately informed about school concerns and often feels powerless to impact change. By disseminating information, sharing responsibilities, and soliciting involvement in planning and evaluating, the school leader can increase participation of the educational consumer and effect some changes in public opinion.

Glass, T. What the community wants. CEFP Journal, 1977, 15(1), 13-16.

Even in school districts committed to obtaining community input, educational goals do not always reflect community priorities. The Educational Program Priority Survey (EPPS) is one instrument which solicits community ratings of programs. The author supports the use of EPPS or similar tool to determine program relevancy, to gauge community attitudes and to ascertain educational directions.

Gonder, P. O. Linking schools and the community. Education U.S.A. report. 1977, Arlington, Virginia: National School Public Relations Association. (ERIC Document Reproduction Service No. ED 144 202)

This book discusses the importance of involving members of the community in public school programs and activities. The kinds and extent of parent and community involvement with the schools is examined in detail and useful guidelines are provided.

Hall, R. L. Jr. The responsive school. Catalyst for Change, 1977, 6(2), 26-28.

Schools ought not to be autonomous self-serving entities but rather instruments of service. Hall addresses the administrator concerned with changing a bureaucratic self-sustaining organization to one responsive to individual needs. Staff selection and training, organizational structure, personnel availability to the public, community links, administrative procedures, and dissemination of information are individually discussed.

Kim, J. E., & Others. Home-school community relations: the state of the art. Madison, Wisconsin: University of Wisconsin Research and Developmental Center for Cognitive Learning, 1976. (ERIC Document Reproduction Service No. ED 146 474)

A review of related literature forms the basis for the author's examination of the development and improvement of home-school-community relations. Conclusions regarding theory development, research, and implementation practices are included. This document is of particular value to individuals seeking to refine the concept of home-school-community relationships and the integral components of administrative function, parental participation, and related political processes.

Longstreth, L., & Porter, C. Anatomy of a community school. Education Digest, 1976, 41(5), 46-48.

The authors discuss the advantages of an effective community school in communicating with parents and the community, in responding to community desires, and in actively involving local citizens. Other benefits discussed are using the school facility to meet other community needs and the ability to coordinate community human resources.

Lowry, K. W. An organization that responds to people it serves. Thrust for Education Leadership, 1977, 7(2), 24-26.

The Mt. Diablo Unified School District has designed an administrative structure which seeks to match program and organization with the values of the community.

Lucco, R. J., & Meekins, P. E. Community involvement in instructional programming: fact or fiction? 1977. (ERIC Document Reproduction Service No. ED 136 388)

This article outlines a needs assessment project developed for Virginia Beach City Public Schools. The needs assessment is suggested as a tool for re-examining and re-directing philosophy and policies to reflect participant feedback.

McClendon, E. J. Is local control of education dead or dying? Education Digest, 1977, 42(8), 22-23.

McClendon sees the potential demise of local control of education in some dominant trends which shift school funding from local to state or national bases. Increases in federal mandates, employee powers, court involvement in school disputes, consolidation of school districts, and submission to national dictates regarding learning evaluations and curriculum content all serve to weaken local control.

Peshkin, A. Whom shall the schools serve? Some dilemmas of local control in a rural school district. Curriculum Inquiry, 1977, 6(3), 181-204.

Peshkin details a study of the school-community relationships in a rural Midwestern town. He explores the relevance of educational programs to community expectations, the congruence between values of citizens and school officials, and he examines

pertinent comparisons of the school experience with larger schools.

Piele, P., & Wright, D. Community participation in planning. Educational Facilities Digest 7. Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1976. (ERIC Document Reproduction Service No. ED 123 698)

Seventeen documents from the Eric system relating to community involvement in school planning are annotated. A variety of techniques and circumstances are addressed by the articles, including the role of the administrator, advisory councils, public relations, interagency cooperation, client and lay involvement, and school closure.

Rookey T. J. Needs assessment model: East Stroudsburg. Project NAMES workbook. East Stroudsburg, Pennsylvania: Educational Development Center, L976. (ERIC Document Reproduction Service No. ED 133 828)

Developing and using a needs assessment can be an instrumental blend of community participation and evaluation, One model is outlined as a simple and economical system that defines goals, assesses programs, identifies needs, and facilitates decision-making. Progression chart and assessment implementation are included in the document, as well as a sample questionnaire.

Schneider, M. L. An overview of current practices in school-community relations with special focus on the South. 1977 (ERIC Document Reproduction Service No. 150 253)

Schneider traces the recent history of parent and citizen interest in local schools, examines prevalent attitudes and approaches regarding school-community relations in the Southeast, compares federal encouragement for cooperation via funding, and recommends attitudinal and structural changes for building positive school-community relations. One systems model is briefly described.

Shuttleworth, D. Whatever happened to community involvement? Education Canada, 1977, 17, 26-29.

This transcript of an address delivered to the Canadian Council for Inner City Education briefly discusses the history of community involvement over the last fifteen years and describes obstacles to effective citizen and parent participation which schools face today.

Talmage, H., & Ornstein, A. C. School superintendents' sttitudes toward community participation: advisement versus control. Journal of Educational Administration, 1976, 14, 162-175.

The authors surveyed 232 superintendents in the United States and Puerto Rico. They found that while superintendents

were not opposed to some degree of community involvement, advisement was favored over decision-making control. Some suggestions for superintendents as well as a sample survey are included.

Terrell, R. Community participation: dilemma or process. Thrust for Education Leadership, 1977, 7(1), 15-17.

Maintaining that most communities have a number of citizens who feel they have no influence on their schools, Terrell suggests that the first step in initiating or evaluating any participatory program requires school leaders to honestly appraise their personal attitudes about community involvement. The author points out the pitfalls of a less than open stance, and suggests some philosophical and program considerations for the community involver.

Thompson, E. W., & Smidchens, U. Process and problems of prioritizing educational goals in a complex society. Paper presented at the annual meeting of the American Educational Research Association, April 1977. (ERIC Document Reproduction Service No. ED 137 926)

Using a sampling process, the authors demonstrate how community input from all groups can be derived in setting priorities for educational goals. Concerned that only power or minority self-interest groups usually impact such goals, the study also deals with individual role and race characteristics and their relationship to priority assignment of goals.

Three policies of the Anacostia community school board. A study of their intent and operationalization. Elkins Park, Pennsylvania: Gibboney Associates, Inc., 1976. (ERIC Document Reproduction Service No. 131 165)

The Anacostia Community School Board, a component of the District of Columbia Response to Educational Needs Project, is studied to clarify policy determination and facilitation in relation to community interests and involvement. A potentially significant article for the school leader generating and facilitating implementation strategies.

Van Til, W. Wanted: effective communication. Phi Delta Kappan, 1977, 59, 53-54.

Education for the future must deal with problem issues and the American public must come to see educational programs as potential vehicles for solving our society's conflicts. Effective communication with the public about problem-oriented programs is necessary.

Wallace, H. J. Why community involvement. Thrust for Education Leadership, 1977, 6(3), 4-5.

Schools need parents and community members to provide insight to students, to relate the curriculum to life in the community, to act as resources for teachers, to provide volunteer help, and to coordinate resources to create services for

the entire family, Involvement is necessary on a larger scale for public support and public willingness to bear financial burdens for school needs. Community participation is also seen as vital for constructive change in the educational program. In support of these statements the author lists seven planning phases directed at extending community participation at local and district levels.

Warden, J. W. Citizen participation. What others say, what others do. Charlottesville, Virginia: Mid-Atlantic Center for Continuing Education, 1977. (ERIC Document Reproduction Service No. ED 146 415)

Warden defines and describes eleven recognized organizational methods for eliciting community involvement: Alinsky organizations, charrettes, citizen advisory committees, audio and video access, community development organizations, resource and information centers, community schools, neighborhood councils, parent involvement councils, self-help groups, and user consultations. Key resources for these approaches are identified; brief discussions of additional methods are included.

Wirt, F. M. What state laws say about local control. Phi Delta Kappan, 1978, 59, 517-520.

While local control of school systems is popularly held to be an educational trend, the reality is that most states have complete legal authority over all local governments, including schools. Wirt analyzes the extent of state control and reflects upon the historical basis for state insight on local systems. He indicates that a move toward state control of schools was a reform movement intended to improve the quality of education in the past. The success of that movement has made it difficult for local reformers to accomplish major changes. Significant change must be preceded by revisions of some state laws.

Zakariya, S. B. What schools are doing for families. National Elementary Principal, 1976, 55, 59-61.

Schools can be instrumental in offering family support services which help families withstand the divisive or destructive strosses of modern society. Many schools are offering day care, health screenings, legal aid, welfare counseling, parent projects, or family counseling, This article focuses on some constructive support services for families offered by public schools around the country.

ADVISORY COUNCILS AND CITIZEN COMMITTEES

Bleidt, M. F., & Bell, M. Advisory committees communicate. Catalyst for change, 1976, 6(1), 14-15.

Bleidt and Bell discuss the use of advisory councils to the community school in Kanawha County, West Virginia to identify needs of the community and to direct school-related programs to meet those needs. Focusing on community education as an extension of necessary communication between the community and the school, the article identifies the major roles and responsibilities of local advisory councils.

Davies, D. (Ed.). Schools where parents make a difference. Boston, Massachusetts: Institute for Responsive Education, 1976. (ERIC Document Reproduction Service No. ED 133 796)

When schools and communities are open to each other, the climate for school improvement and educational support grows. Demonstrating how parents can make a difference in educational quality, Davies presents case studies of eleven successful involvement efforts. The final chapter of the document offers helpful guidelines for local school councils. Perspectives on citizen involvement and suggestions for future directions are included.

Du Bose, L. E. Intertie: a school-community planning model using increasing enrollments as a sample issue. 1976. (ERIC Document Reproduction Service No. 125 140)

The author developed an involvement model, Intertie, to identify school problems and propose solutions. This committee model carries a unique 90-day time limitation. In practice the model was applied to one school system's enrollment and housing problems; the author sees the model as applicable to other school issues.

Fitzgerald, T. First down and goal to go. Thrust for Education Leadership, 1976, 5(4), 11-12.

Using the School Attendance Review Board structure, Fitzgerald discusses the ways school and community must work together via a representative group to eliminate student absenteeism.

Greenwood, G. E., & Others. Citizen advisory committees. Education Digest, 1977, 43(1), 6-9.

This brief article examines the kinds of activities school advisory committees engage in, the support they need, and some ways of evaluating their effectiveness. The authors feel that school advisory committees are potentially instrumental

in determining school effectiveness and improvement. Administrators need to know how to work most effectively with such groups.

Hall, J. R. How to get full value from citizen committees. Paper presented at the annual meeting of the National School Board Association, 1976. (ERIC Document Reproduction Service No. ED 123 723)

In an effort to provide an alternative to using a variety of citizen's committees, the author describes the use of the Instructional Improvement Committee (IIC) system. Each IIC is composed of representatives from each segment of the school family (parents, students, teachers, school personnel, and community leaders) and is responsible for informing and advising school leaders.

Jenkins, K. D. Community participation and the principal. NASSP Bulletin, 1976, 60(403), 70-72.

Jenkins offers twelve useful suggestions for principals working with citizen advisory councils. He seeks to help school leaders to overcome reluctance to invite participation and to help participant groups to avoid apathy.

Macy, V. The P.T.A. - the citizen advisory group plus. Thrust for Education Leadership, 1977, 6(3), 17.

The author urges strengthening and centralizing advisory group organization through the PTA to avoid fragmentation and duplication of parents and citizens in a variety of single interest groups.

Wendorf, R. A. Accentuate the positive in community involvement! Thrust for Education Leadership, 1976, 5(4), 29.

Often school leaders use advisory groups as partners in problem-solving or crisis-facing, without recognizing the public relations potential of groups who are able to accentuate the positive aspects of schools to the community. The emphasis on success creates confidence and positive feelings toward staff and administrators.

CITIZEN ACTION

Burges, B. Facts for a change. Citizen action research for better schools. Boston, Massachusetts: Institute for Responsive Education, 1976. (ERIC Document Reproduction Service No. ED 132 713)

Burges sets out step-by-step organizers for individuals interested in improving educational quality by outlining a program of action and research. Fact-finding methods, analyses of information, determining change and developing proposals for improvements are discussed. An extensive resource directory is included.

Davies, D. Citizen participation in schools. Education Digest, 1978, 43(8), 2-5.

Davies briefly outlines the thrust of citizen participation in the recent past, focusing on some prevalent problems and disadvantages in current practice. He supports decentralization decision-making parity and discusses some important needs and directions for more realistic public participation in school improvement.

Holden, V. Parents as partners -- the Catlin Gabel rummage sale. Independent School Bulletin, 1976, 35, 26-30.

In an effort to provide ample financial aid for school students, Catlin Gabel Independent School in Portland, Ore., holds an annual 3-day rummage sale using all volunteer help. This article describes the organizational processes and highlights participation successes.

Who speaks for children? Child advocacy in Philadelphia: a community development approach 1971 to 1976. Bureau of Education for the Handicapped, 1976. (ERIC Document Reproduction Service No. ED 136 537)

Recognizing a need to develop individuals who were willing to speak for children in the schools, in the courts, and in the community, the Child Advocacy Project began in 1971. This document thoroughly describes project goals, methods in organizing a community council, training of lay advocates, and fostering community education.

COMMUNITY CONFLICT

Armer, B., & Others. Community polarization over educational programs can be avoided. Psychology in the Schools, 1977, 14(1), 54-61.

The authors explore the roles of dissemination of information to parents, media, staff support, and staff response strategies in avoiding community polarization over school issues. This article will be helpful to the school representative facing public disfavor over specific issues. A discussion of the application of social interaction theory as well as practical guidelines included in the article are also useful to the school leader developing new programs.

Doing, L. T. How to make things right when your public loses trust in your board. American School Board Journal, 1978, 165(6), 27-28.

Based on the experiences of one school board, this article lists a number of necessary actions to restore community confidence following conflict and public disapproval or mistrust of board members and decisions. The author considers the degree of community involvement after controversy and the need for accurately informing the public.

Downey, G. W. How too much 'local control' nearly destroyed a school system. American School Board Journal, 1977, 164(4), 31-35.

One school system experienced public opposition to increased services and financial support to the point that school was closed for two months. The author focuses on the contributing factors and the actions for improvement initiated by the administration and board. Downey emphasizes that when school officials do not ask taxpayers for input or do not listen to them, public frustration and dissatisfaction dramatically increase and create school chaos.

Monteiro, T. Sources of school-community conflict in Black communities. Intellect, 1977, 106, 155-156.

Monteiro studied community involvement, curriculum and responsibilities of school personnel in sixty communities in New York in an effort to determine sources of school-community conflict. Some observations on contrasting expectations and desires are discussed along with recommendations for school administrators and black neighborhood activists.

COMMUNITY IN THE CURRICULUM

Armstrong, D. G., & Savage, T. V. Jr. A framework for utilizing the community for social learning in grades 4 to 6. Social Education, 1976, 40, 164-167.

Local communities can provide meaningful social learning experiences for elementary school children. Not only can students observe and explore social and economic functions of today's community, they can examine historical attitudes and changes. They can also imagine likely future patterns and be helped to see themselves as citizens who have an impact on their community.

Butts, R. I. Education for citizenship. Education Digest, 1977, 43(2), 25-27.

The author advocates a stronger civic and political emphasis in public schools in order to prepare students for participation in shared decision-making responsibilities in communities and in our nation.

Clay, K., & Dietz, J. J. Building a human resources file: a model: Missouri Area Resource Center. Clearing House, 1977, 50, 337-340.

Human resources offer a valuable potential to educators. The authors outline the development of a successful Area Resource Center used in Missoula, Montana. Ten steps which detail the use of staff, coordinators, resource materials, administration, and community participants as well as resource file maintenance are included.

Community as a resource: program planning for the elementary school. Indianapolis, Indiana: Indiana State Department of Instruction, 1976. (ERIC Document Reproduction Service No. ED 139 693)

Of special interest to the elementary school teacher and principal, this handbook specifies ways to enlarge classroom education to prepare the child for involvement with the community. Strategies for developing and utilizing community resources are offered.

Doyle, J. R. Digging for human treasure. Education Leadership, 1976, 34, 26-30.

Senior citizens offer a wealth of skills and knowledge to alert school personnel. Asserting that "grandpersons" are a missing ingredient in educational planning today, Doyle explores the ways in which senior citizens can enrigh experiences and offers some practical considerations for including them in educational programming.

Dumont, L. The community said "yes." Foreign Language Annals, 1976, 9, 439-441.

One teacher shares positive experiences in her efforts to include feature films shown in the community for her students' foreign language curriculum.

Hager, D. L., & Others. Community involvement for classroom teachers. Charlottesville, Virginia: Community Collaborators, 1977. (ERIC Document Reproduction Service No. ED 146 124)

Supporting the belief that classroom teachers can be primary initiators of community and parent involvement, this useful handbook describes how volunteers, parents, and community members can enhance the school curriculum. An excellent resource list, suggestions for home visits, checklists, and advice for home visits are included. The book contains a wealth of comprehensive and practical advice.

Headlee, B. Expanding a physical education program through community facilities. NASSP Bulletin, 1978, 62(418), 28-34.

Leisure and recreational activities available to the community can be incorporated into school physical education programs. Students can be exposed to healthful activities which not only facilitate development but also offer lifetime value.

Janoff, D. S., & Meiers, G. J. Isla Vista elementary school-home cooperation project. Paper presented at the American Meeting of the Western Psychological Association, April 1977. (ERIC Document Reproduction Service No. ED 147 658)

The Isla Vista Home Cooperation Project is briefly described as an on-going comprehensive program which incorporates a classroom cooperation curriculum with training for parents, teachers, aides, and volunteers.

Lange, R. "P R": public relations - parents and reading. The Reading Teacher, 1978, 31(7), 858-861.

Reading teachers need parental support of their work. Lange offers resources for teachers interested in informing and involving parents in their school's reading program. The article recommends specific booklets and guides for parents and suggests some direct participatory techniques.

Marsh, C. J. Whatever happened to community studies? Clearing House, 1976, 49, 260-266.

Marsh advocates first-hand community experiences for all levels of students to facilitate social studies. Some relevant precautions for such studies are noted, and an extensive list of issues that may provide social information is provided. Two examples of the implementation of community studies are cited.

Newton, J. E. Whose responsibility is the curriculum? Clearing House, 1976, 50, 66-67.

The author briefly outlines the importance of the selection of a curriculum committee which reflects the desires of students, the community, teachers, and the administration. All facets of the community and school should be ideally involved in the development of a curriculum and should carry responsibility for matching it to the community.

Oliver, D. W., & Keen, J. Global issues and community. History and Social Science Teacher, 1978, 13, 229-236.

The need for educators to think of their community in global terms and to introduce new cultural perspectives into the curriculum is cogently discussed. School leaders are urged to be concerned with issues of peace, social justice, world hunger, environmental protection, and technology in fostering personal development of students.

Peters, R. O. The community based school and community oriented teachers: For student learning in the real world of the 1970's. 1977. (ERIC Document Reproduction Service No. ED 138 572)

The author discusses the community school as a social services institution which uses community resources to educate children and adults. Direct interaction with the community serves to expose students to the character of their community, and to develop personal, career, and social skills. This article elaborates on the community-based school concept and the role of teachers.

Quisenberry, N. L., & Others. Involving parents in reading: an annotated bibliography. The Reading Teacher, 1977, 31, 34-39.

An annotated bibliography for parents, teachers, and administrators which focuses on articles containing specific plans and ideas for involving parents and others in reading programs and activities.

Rich, D. Success for children. Momentum, 1976, 7(4), 30-36.

Families are still the first and most important teachers of children. The author, who also directs the Home and School Institute in Washington, D. C., describes a number of ways that home activities which use few materials and little time can reinforce basic skills for children, ages 4-9.

Rich, D., & Mattox, B. Community involvement activities. Theory Into Practice, 1977, 16(1), 29-34.

In an article similar to the one above, further specific ideas for effective family involvement in education are listed.

Silver, A. Z. Bringing art into the classroom: the Taft museum in-school program. Children Today, 1978, 7(1), 2-7.

The author descirbes the development of an experiential museum art program designed to expose elementary school children in Cincinnati to the collection in the Taft Museum. Museum staff and volunteers work with teachers to incorporate concepts into hands-on experiences.

Tucker, H. Community resources -- do you use them in your teaching? Balance Sheet, 1977-78, 59, 165-167.

The author provides several suggestions for incorporating community resources into classroom goals, such as guest speakers, mini-courses, teacher exchanges, and interviews. Advantages of the program, for both teachers and students, are described.

Watson, K. J. A child's-eye view. Paper presented at the annual meeting of the International Visual Literacy Association, May 1977. (ERIC Document Reproduction Service No. ED 149 345)

Fourth and fifth grade students in P. K. Yonge Laboratory School participate in a community involvement curriculum and language skills development program by studying their community with cameras. The program effectively increases community awareness and involvement while facilitating language skills.

INVOLVEMENT IN BILINGUAL OR CULTURALLY DIVERSE COMMUNITIES

Coburn, J. A community-based Indian curriculum development program. Educational Leadership, 1977, 34, 284-287.

In the Pacific Northwest, culturally appropriate curriculum materials have been developed for elementary Indian children from twelve reservation areas. A cross-reservation policy board coordinated the effort which used community members as curriculum planners, writers, and illustrators. The program serves to not only increase student skill and interest in language arts, but also to develop positive attitudes toward the educational system in the communities.

Cruz, L. A guide for the bilingual community liaison. Berkeley, California: Bay Area Bilingual Education League, 1976. (ERIC Document Reproduction Service No. ED 129 119)

Pointing out that non-English-speaking parents often are reluctant to become involved in school functions or processes, this article outlines the role of the community liaison worker in facilitating involvement of the total community in the education process.

Gold, N. C. Evaluation of community involvement in curriculum development in bilingual schools. (ERIC Document Reproduction Service No. ED 135 238)

Reporting on a project which studied ten bilingual programs in Connecticut and Massachusetts, this paper focuses on cummunity involvement in curriculum development in bilingual schools. Discussion of barriers, the curriculum team, and interviews are included.

Salinas, A. M. Responding to community needs. San Antonio, Texas: Intercultural Development Research Association, 1976. (ERIC Document Reproduction Service No. ED 125 149)

Salinas briefly describes a comprehensive education plan for one Texas school district which involves community and schools in self-study, projects a school program designed to meet needs, develops a five-year implementation plan, and secures approval from all community sources.

York, K., & Scott, J. R. Bilingual education for Choctaws of Mississippi. Annual evaluation report. 1976. (ERIC Document Reproduction Service No. ED 137 007)

Chapter 3 of this report features the parental involvement component. The structures of the school board and advisory boards are described. Board relationship to curriculum evaluation and input is discussed. The appendix of the document includes a summary of the program's survey of attitudes toward bilingual education from the community.

PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

Brown, K. Radio and t.v. -- don't forget them. Thrust for Education Leadership, 1977, 64(4), 11-12.

Not only can public information programs in local media inform the public of activities, policies, and programs, but they do so in a direct, personable way. Brown outlines the effective use of radio and television for the school staff member.

Caudill, J. Three simple but super truths to make your public relations better -- and easier. American School Board Journal, 1977, 164, 25-28.

When school officials work to increase the public understanding of school issues, chances are good that the public will offer increased support. Caudill reminds public informers that people are influenced by others they know, that controversy requires honesty and openness, and that public relations problems can be overcome and reversed. Specific suggestions are cited.

Clark, K. Building understanding through school community relations. Thrust for Education Leadership, 1977, 7(2), 27-28.

Clark suggests a number of ways to implement a successful program of community relations for the school official who desires expanded communication with parents and teachers but has little time to do so.

Criscuolo, N. P. P R and the classroom teacher. Education Digest, 1977, 42(7), 46-47.

Reinforcing his belief that the most effective public relations campaign takes place in the classroom, Criscuolo details a number of ways he has seen elementary school teachers incorporate good public relations techniques into classroom activities, resulting in positive parent and community reactions.

Criscuolo, N. P. Restoring public confidence in the schools. Catalyst for Change, 1977, 7(1), 16-17.

Many citizens interested in education are unaware of current progress and indicators of student skill improvement. It is the responsibility of educators to initiate broadly based international campaigns addressing not only today's educational problems but also educational successes. In addition, the author proposes five specific suggestions for restoring public confidence.

Field, T. J. Classroom tips; programs to increase rapport between community and school. Today's Education, 1976, 65, 90-92.
Intended for the school professional looking for new ways to establish or increase rapport with the community, this brief article lists a variety of successful ideas to bring positive aspects of schools to public attention.

Flynn, R. V. "Nobody understands us!" -- the alienation of educators from the public. Educational Leadership, 1977, 35, 25-29.
Flynn challenges school leaders to plan, deliver, evaluate, and publicize programs and services. Alienating factors and defense strategies are cited.

Gallup, G. H. Public attitudes toward education. Education Digest, 1976, 41(7), 2-6.
The results of the 1975 Gallup poll regarding major problems of the public schools are discussed and some relationships between this poll and one conducted in 1969 are discussed. Respondents to the 1975 poll felt that lack of discipline, integration/segregation/bussing, lack of financial support, lack of teacher quality, and size of schools and classes were major problems. Other survey responses are listed and some new developments are discussed.

Gelms, K. J. 20 ideas that work in public relations. Thrust for Education Leadership, 1977, 64(4), 9-10.
Gelms provides a sound definition of school public relations and expands upon twenty specific local level ideas that have been proven effective.

Goble, N., & Holliday, A. E. Effective communication and efficient management go hand-in-hand. Journal of Educational Communication, 1977, 2(2), 24-27.
Effective communication, while difficult to generate and maintain, offers improved employee morale, cooperative parents and citizens, and a better learning climate. The authors pose a communications and management quiz for educators which also provides successful solutions for common problems.

Hill, F. Public confidence in school is decreasing. School Business Affairs, 1977, 43, 53-54.
Hill believes that while many complex issues face today's school leaders, the biggest problem is the loss of public faith in the role and effectiveness of free public school. He advocates a forceful reassertion of positive convictions about the value of education and offers support for this posture. He sees the American system of free education as a unique contribution to the democratic process and to the concept of self-governance.

Lutz, B. You are doing a great job - or are you? Journal of Educational Communications, 1977, 2(2), 9-11.
Lutz reminds the school public relations or community specialist that the amount of communicative activity does not necessarily determine success. Suggestions for evaluating and prioritizing public relations activities are offered.

Maguire, J. W. Using lunch time for effective community relations. Clearing House, 1977, 51, 5-6.
The usefulness of inviting community members to join the school administrator for lunch in the school cafeteria is described as an effective strategy which produces maximum public relations with minimum time expenditure. Suggestions for the format of the lunch period, financing, and potential bonuses are included.

Norwood, [illegible]. K. Jr. School-community cooperation. Independent School, 1977, 36, 42-43.
One independent day school has improved public acceptance of its program by opening its facilities to use for community organizations.

Pacacha, C. T. Organizing a speaker's bureau for effective public relations. Clearing House, 1976, 49, 281-282.
The author advocates the promotion of noteworthy educational programs through the establishment of a speaker's bureau. Steps in organizing and coordinating the bureau are discussed, as well as publicity considerations.

Parker, B. Eight basics for a good school. American School Board Journal, 1978, 165, 27-28.
Effective public relations can create a climate conducive to problem-solving for the school board. The author lists eight important ingredients to the effective public relations program. An accompanying article describes how one school benefited from a vigorous p. r. effort.

Public opinion and the school board. Selected readings for school board members. Springfield, Illinois: Illinois Association of School Boards, 1977. (ERIC Document Reproduction Service No. ED 140 446)
School leaders can develop their understanding of the impact of public opinion upon their schools, determine ways to gauge public attitudes, and explore the use of public opinions in decision-making processes by reviewing the fourteen related articles selected for inclusion in this publication.

Riles, W. It's time to tell our story. Thrust for Education Leadership, 1977, 64(4), 5-8.
Riles supports a determined effort to provide a more balanced picture of school processes. Recognizing that schools today are accepting responsibility for educating every

student to full capacity, the public must be informed about problems honestly. School leaders must be assertive in pointing out successes and improvements.

Roberts, R. J., & Tyler, F. K. Bridging the gap between schools and communities: the case for changes in attitudes. Journal of Research and Development in Education, 1977, 10(2), 15-25.
Even though most administrators agree that effective communication is needed to eliminate crises and to facilitate conversation and compromise, many also feel ill-prepared to initiate good communications. This article focuses on interpretative public relations and the development of a comprehensive communications program as tools to narrow the gap between communities and schools.

Rogers, W. H. School public relations - what it's all about. Thrust for Education Leadership, 1977, 64(4), 6-8.
Rogers asserts that public relations must identify and maintain relationships important to the school and district. He provides information relative to identifying the publics of the shcool and their channels of communication, as well as determining the quality of relationships and using public relations input in the management process.

Santoro, T. J. Organizing an effective public relations program for the Stroudsberg area school district. Maxi I and Maxi II, final report. 1976. (ERIC Document Reproduction Service No. ED 136 094)
Santoro outlines the need for a public relations program, goals of such a program, elements contributing to its development, and evaluative tools designed to measure achievement of the goals. Implementation, equipment, personnel, and program results are detailed. An extensive bibliography is included.

Silverman, B. Public relations for adverse situations. Clearing House, 1976, 50(1), 25-26.
Silverman notes that educational leaders involved with supervision and curriculum development attract controversy. He suggests that prompt public information can dilute adverse reactions, and reports the accomplishments of eight schools successful in informing citizens.

Stevens, R. Communicating with the public: a two-way communications model. 1976. (ERIC Document Reproduction Service No. ED 132 712)
Stevens discusses the framework for a two-way communications model involving internal and external school communications Evaluative comments and specific strategies are noted.

Wherry, J. You are your schools' top p. r. agent. Instructor, Sept. 1977, 144-158.

Community attitudes toward schools are often based on individual personal experiences. Wherry lists a host of practical ideas intended to aid the classroom teacher in communicating positive messages and personal experiences to parents and other community members. A personal communications checklist is included.